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The community school is designed to help people learn how to solve their own problems; it is the center of service for all the people of a community regardless of age, race, religion, ethnic background, or socioeconomic circumstances. School facilities and school personnel are available for service to people at all times of the day on all days of the years. The school day is composed of several segments beginning early in the morning and extending into the night as long as needed. The school is in operation for educational, recreational, and social purposes on Saturday and Sunday. People who use the school facilities for educational or related purposes are considered members of the student body. The curriculum is designed to develop people intellectually, culturally, aesthetically, physically, emotionally, socially, morally, and economically.

The community school program influences delinquency, school dropouts, poverty, and racial segregation. Important measures in preventing and controlling delinquency include: related home, parent, and family programs; related community efforts; maintenance of physical and mental health factors; programs and activities for children; and programs and activities for teenagers. Instructional aids, job placements, tutoring, and big-brother programs encourage the potential dropout to remain in school. The community school helps to reduce poverty by providing activities and programs which make possible the obtaining of such necessities as food, shelter, clothing and medicine. The community school program designs and implements such activities as planning committees and urban renewal for the purpose of bringing about better understanding among men of different racial and socioeconomic groups.

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GRADUATE TRAINING PROGRAM in Community Education

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ED002401

July 31, 1964

Dr. Milton C. Cummings
Division of Elementary & Secondary Education
Room 32101B
400 Maryland S. W.
Washington, D. C.

Dear Milt:

I think this letter will reach you just in time to say "Welcome Home." I want you to know that we genuinely appreciated your very good letter sent from Florence, Italy and that it is wonderful to know that you are always thinking about how we can advance community education even when you are on vacation.

I have just returned from a very exciting day at Ball State Teachers College, Muncie, Indiana and want to talk to you as soon as you are back about joining me in some further effort in the city of Muncie and in relation to the college development.

I am sending you a copy of a proposed bulletin dealing with the impact of the community school approach on certain social problems. You may recall that I discussed the development of this material with Eric Baber and he suggested that I prepare it and send a copy for review. Since Eric is no longer in Washington I shall hope that you and Ed Brice will find time to read the material and I shall, of course, be highly pleased if it can be accepted for publication by the U.S. Office of Education.

Assuming that you get home next week, I shall expect to give you a call either on Thursday or Friday. It will be good to see you again and to begin to make plans for our future work together.

Sincerely yours,

Fred

W. Fred Totten
Director

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education

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Enclosure

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OE_____

IMPACT OF THE COMMUNITY SCHOOL
ON
PREVENTION AND CONTROL
OF
DELINQUENCY - SCHOOL DROPOUTS - POVERTY - RACIAL SEGREGATION

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE
Office of Education

OE _____

Bulletin 1964 No. _____

IMPACT OF THE COMMUNITY SCHOOL ON PREVENTION AND CONTROL OF DELINQUENCY - SCHOOL DROPOUTS - POVERTY - RACIAL SEGREGATION

A claim and a defense of the claim that the community school approach to education has significant impact on the prevention, control, and partial solution to certain social problems such as delinquency, school dropouts, poverty, and racial segregation. The bulletin is not merely theoretical -- it gives illustrations and examples of how the community school program is helping to solve pressing social problems. Most of the illustrations are drawn from the community school program of Flint, Michigan.

June 1, 1964

Written and prepared by
W. Fred Totten, Consultant, Juvenile Delinquency Unit

U.S. DEPARTMENT OF
HEALTH EDUCATION, AND WELFARE
Office of Education

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FOREWORD

IMPACT OF THE COMMUNITY SCHOOL ON PREVENTION AND CONTROL OF DELINQUENCY - SCHOOL DROPOUTS - POVERTY AND RACIAL SEGRETATION

OVERVIEW

Throughout America today school people, law enforcement officers, church organizations, social agencies, recreation directors, governments, and most clear thinking citizens are searching for ways to help children, youth and adults make happy, wholesome and productive adjustments to life, and to perform as high quality citizens in the various communities of which they are a part.

For some time society has neglected many of its children and youth and has designed barriers that inhibit the creative expression of youngsters toward good and useful ends. Mass movement from rural to urban areas has reduced the space available to each child for the exercise of his natural inclinations. Lack of education, overcrowded households, and the unavailability of work for income have produced slum areas and pockets of poverty in most of our metropolitan centers. Many homes have abdicated much of the responsibility for the educational, cultural, and moral development of their children and youth. School programs have lagged immeasurably in adjusting to the real needs of the pupils.

In a recent address William C. Kvaraceus[1] said "Young people face the double jeopardy of exile and irrelevancy whether they are still sitting in school or standing around the street corner. Youth's

[1]William C. Kvaraceus, Alienated Youth Here and Abroad, Phi Delta Kappan, November, 1963, Volume XIV, Number 2, P. 87

importance and function have diminished to the point where youth now represent, in most parts of the world, a surplus commodity on a glutted market. Automation, with its elimination of routine chores that once depended upon youthful hands, labor laws written in the spirit of safeguarding children and youth, and labor unions organized to protect the adult worker have all combined to diminish the need for strong, young hands and minds. Even the compulsory classroom extending now through the teen-age years has tended to shunt young learners from the main stream of social, civic and economic life activity of family and community, thereby retarding the process whereby youth join the adult world. In a sense, youth now experience an organized isolation from the regular community. The results can be seen in youth stigmatized, infantalized, down-graded, and disengaged. Today's major youth problems center around the need to regain a sense of self-respect and self-worth. Modern youth are shut out and shelved for deferred purposes; they have been forced to accept the status of second-class citizens; they are a minority group disfranchised and exploited."

While Dr. Kvaraceus was speaking of older youth, the same forces of society have made their impact on young children as well. In rural America children and youth were a part of the producing as well as the consuming unit of the family. The family was like a factory that produced human personalities. Educationally, the family unit imparted attitudes, produced feelings and motives, and the skills necessary to sustain the production and consumption of goods. From parents the children learned personal worth and security. Their production afforded pleasure and success and they were rewarded with praise. The child

acquired a healthy attitude toward work and developed sound work skills. Skills, understandings, and feelings were learned by the child through his socializing interaction within his own family.

The change from rural to urban life has taken away the position of the child as a part of the producing unit of the family. He is no longer practically needed by his family nor by his community. However, the American child is still the same bundle of energy and curiosity that he was in rural America. He needs jobs to do, places to explore, and "things" to create. The home provides very few real chores, the streets and alleys are not good places to make excursions, and there is no room nor an adequate amount of natural material at hand to satisfy his creative desires.

While we have divested the child of many of the wholesome outlets for his natural bent, we cannot prevent him from learning. Each child has many teachers from whom he learns. Some of his teachers have a positive influence on his favorable development and some do not. A child learns much from his parents and siblings. Unfortunately -- in general -- the teachings of parents and older siblings in overcrowded, culturally deprived, and slum areas is probably quite different from parental and sibling teaching in rural America. In many homes the lessons a child learns from his parents and older siblings have strong elements of cheating, vulgarity, falsification, immorality, and ill will toward the better social order. Unfortunately, even in many homes not culturally deprived, a child can learn lessons of bigotry, hatred, intolerance, prejudice, and lack of fair play. From his peers a child can learn to become very skilled in the art of lock picking, shop lifting,

and various forms of physical abuse to people, lower animals, and property.

It is unnecessary to pursue further the thesis that certain changes in the social order, during recent years, makes it natural for many children and youth to become delinquent, drop out of school, and help to develop pockets of poverty. In order to improve the situation we must treat the disease at its source. Some basic changes must be brought about in the social order. Control of delinquency and financial handouts do not provide the cure. We must not only treat the symptoms of the disease but the disease itself.

There is no justifiable excuse for American people to continue to tolerate a society that does not treat and cure (or at least improve) its social ills. We have the necessary resources to conquer all of our social problems if we are willing to pay the price. We have all the material wealth that is needed. Our scientific, educational, cultural, psychological, and sociological knowledge provide a reservoir of strength equal to the task. Our social order is undergirded by the Bill of Rights, guaranteeing each citizen equal opportunity and the pursuit of happiness. We can afford any program of education and cultural reform that is needed to conquer our social ills.

No one agency, organization, or institution can do the job alone. There must be a united front in order to solve our social problems. Education is the basic ingredient but the schools must become much better than they are and even then they should not be expected to do the whole job. We need considerable revision in curriculum, structure, guidance and counseling, administrative design, and teaching procedures. For 100 years or more, we have in general been giving the same "dose" to all the

youngsters, supposedly with the idea that they are all alike and have the same needs. What we have been offering in the school program is still adequate, as it was 100 years ago, for the approximately one-third of the students who succeed in college. Another one-third find the "dosage" inadequate but they take it nonetheless and endure it until they graduate from high school when they find that their preparation has not been sufficient for them to gain entrance into the world of work. The remaining one-third find the "dosage" to be entirely unswallowable and drop out of school at the time, or soon after, they reach the compulsory attendance age. Educators know how to individualize the curriculum and to provide a school program that meets each youngster's needs, but because of tradition; pressure from colleges; and lack of support, both moral and financial, from parents and other lay people, the job isn't getting done. In order for schools to do the best job they can, they must become community schools in the truest sense.

The thesis of this bulletin is that there is sufficient power in the community school concept to aid significantly in the solution of many social problems. Even though the power exists it probably will never be fully realized. The ideal community school will probably never exist. Hence it is safer to say that the implementation of the community school concept can have definite and significant impact on the prevention and control of delinquency, on the reduction of drop-outs and elimination of poverty, and it can aid racial integration.

CHAPTER I

UNDERSTANDING THE COMMUNITY SCHOOL CONCEPT

The community school concept may not be readily understood -- it is frequently misunderstood. It is perhaps more of a movement than a concept. It has to be felt in order to be understood. The community school is a school with a soul. It is committed to the principle of helping people learn how to solve their own problems -- it does not presume to solve their problems for them. In broadest terms the community school becomes the center of service for all of the people of the community without regard to age, race, religion, ethnic background or socioeconomic circumstance. School facilities and school personnel are available for service to the people on an around the clock, around the year basis. It exists to serve the people's basic needs without regard to the time these needs may arise.

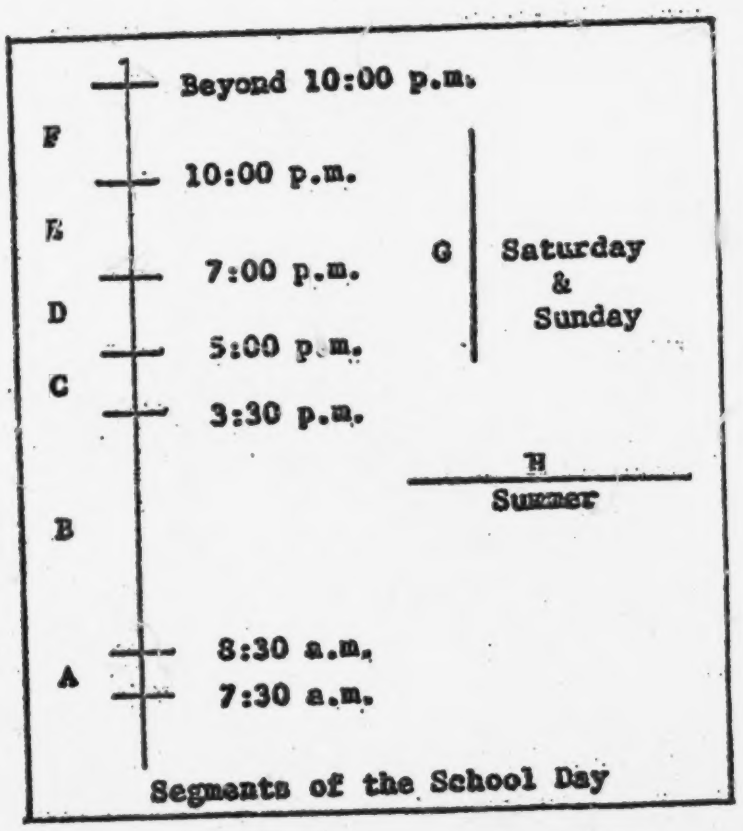

Figure 1

Chapter I

Structurally, the school day is composed of several segments beginning early in the morning and extending into the night as long as needed. The school is in operation for learning, recreational, and social purposes on Saturday and it serves certain needs on Sunday. For example, a church group that does not have a church building may use the community school on Sunday for church services. Auditoriums and libraries are frequently in use on Sunday for concerts, lectures, and study. Recreational, social and organized group programs are not normally in progress on Sunday. The general schedule of use is in effect all 52 weeks of the year.

Anyone who uses the school facilities for educational or related purposes is considered a member of the student body. Thus, 73 year old Mrs. Jones who participates in a class in weaving at 8 o'clock on Wednesday evening is a member of the student body of the community school just as is her granddaughter who studies arithmetic at 8 o'clock each school day of the week. Likewise, any adult who pursues basic study in order to complete a high school diploma is a member of the student body. Children and youth (whether they attend the formal segment of the day portion of the school or not) and adults who use school facilities on Saturday or during summer weeks for learning purposes are all members of the student body. During a recent year in Flint, Michigan, 41,000 children were enrolled in the segment "B" part (Figure I) of the school day for formal class instruction. During the same year, within a typical week, 81,000 children, youth and adults were enrolled in segments "A," "C," "D," "E," "F," and "G," (Figure I) of the school day and Saturday. All of these 41,000 plus the 81,000

(minus the duplicates of children and youth) were members of the student body.

The curriculum of the community school is a continuum extending from early morning until late evening, 6 days a week and 52 weeks in the year. The curriculum is assumed to be for the purpose of bringing about change in people. Change may be intellectual in nature or it may be largely cultural, aesthetic, physical, emotional, social, moral, or economic. Any activity or program, according to this point of view, which provides experience that brings about change is considered a part of the curriculum. Some will find it difficult to agree that family roller skating conducted in the evening is a legitimate part of the community school curriculum. However, the experience of family roller skating has potential for bringing about change in the various members of the family. Change may be in the direction of improved skill, improved health, or in the direction of improved morale and family unity. There is a chance that a child's attitude towards his required school work may be improved because of his family roller skating experience. By the principle of change we do not have to adhere to the academic in order to justify an activity as a part of the curriculum. For example, some women may take the same course in cake decorating three or four times. The chances for intellectual growth or even increased skill are not very great during the third or fourth time the course is taken. They may take the same course repeatedly primarily for the social and emotional benefit derived. Hence, if the experience causes such women to become happier and better attuned to the pressures of life, the course is certainly a justifiable part of the community school curriculum.

Chapter I

In the true community school the curriculum is designed to help people, by their own efforts, fulfill many of their basic needs. For the children and high school youth the greatest basic need that can be fulfilled by segment "B" (Figure I), is to become proficient in various fields of learning in order that they may pursue higher education or make a smooth transition to the world of work and live as useful, productive citizens. These same children and youth have other basic needs in the fields of recreation, cultural, social relationships, and in compensatory learning that cannot be supplied during the segment "B" portion of the school day. Many of these additional needs can be met, at least in part, through programs and activities during optional portions of the school day, week, and year. All of these activities, regardless of when they are carried on, are a part of the total curriculum of the community school.

The total school day is not composed of parts operating independently from one another. The single curriculum is interwoven among all of the segments and provides a continuum of relationships. Much of the experience a youngster has, either before 8:30 in the morning or after 3:30 in the afternoon, relates to and enriches his required work that takes place between 8:30 a.m. and 3:30 p.m. During the optional portions of the day instruction and direction are informal and student response is generally favorable because the student is engaged in a selected activity of his own choice. During the optional portions of the school day many needs(both academic and non-academic) are discovered and when such needs become known to the teachers of the required work the youngsters' learning situation can be materially improved. Methods of instruction found useful in the optional work can

frequently be transferred to the required work.

All curriculum elements for adults are based on an expression of need -- needs that range all the way from mere means of survival to the purely intellectual. On the intellectual or academic side of the curriculum for adults it is possible for an adult who can neither read nor write to begin at the beginning and on a part-time basis complete each segment of an organized program until he reaches high school graduation. Classes at all stages of the program are arranged at a time when the adult is available to take them. On the non-academic side of the curriculum for adults the community school provides any activity or program in the cultural, recreational, health, aesthetic, linguistic, vocational or economic area for which there is sufficient need.

One of the great challenges in American education today is to bring about a unified effort that will help each citizen establish an appropriate and realistic self-image, satisfactory life goals, and stable personal characteristics. While the accomplishment of these objectives is especially acute among children from culturally deprived circumstances, it is realistic for each and every citizen. Many adults as well as children and youth need to be led into the kinds of experiences that will enable them to meet these three basic objectives.

Each small child who enters nursery school or kindergarten has some kind of a self-image and a set of personal characteristics that soon become apparent to the teacher. His only life goal may be that of survival and this may not be very clear to the child. Whatever the child is at the beginning and whatever he becomes in terms of these basic objectives depends largely upon his home, the school he attends, and the

community or set of communities in which he lives. For most effective development, the child, the home, the school, and the community must work harmoniously together for the fulfillment of the child's needs.

The influence of the home may be favorable, neutral or adverse to the child's best interests. The same may be said for the school or the community. The home, the school and the community may be supportive of each other or they may not. The home and the school may be compatible in general but the community may exert influence on the child that is detrimental to the greatest development of his potential. The home and the community may be supportive of each other for best service to the child's needs but the school may be estranged from either or both and the program of the school may be wholly incompatible with the child's needs. The other possibility is that both the school and community are supportive of each other and of the child's basic needs but the home may be completely incompatible with the school or the community or both and also be detrimental to the establishment of a proper self-image, adequate life goals, and satisfactory personal characteristics within the child.

Inherent in the community school concept is the power to bring the home, the school, and the community into a cooperative effort for the fulfillment of each individual's basic needs whether he be child, youth or adult. The community school is the common meeting-house for all people of the community without regard for age, race, religion, ethnic background, socioeconomic circumstance or political faith. It is open at all times and may be used for service to people at the time they are available to use its services.

The community school takes the lead in --

1. Getting people of all ages and circumstances to come in and use its services
2. Encouraging people to work, study, and play together and to understand one another
3. Helping people to realise that they own the schools and have a right to say how they shall be used
4. Developing leadership among people of all ages and circumstances for community improvement
5. Building a "oneness" out of the fragments of the community
6. Gaining people's moral and financial support for the schools
7. Assessing the needs of people, then helping them to fulfill their unmet needs
8. Organizing a system of councils and committees necessary to the operation of the school on a community serving basis
9. Designing a communication system that will provide an inward and outward flow of information from and to each individual in the community
10. Helping people realize the great reservoir of strength they have within themselves to solve their own personal and community problems
11. Involving parents and lay people in the instructional program of the children
12. Coordinating and supplementing the work of other agencies that help people fulfill their basic needs
13. Bringing about understanding between the home and the school

14. Promoting understanding in the area of health and good health practices
15. Stimulating people to bring about general community improvement
16. Preparing people to relate to and live effectively in each of the communities of which they are a part.

Because of its very nature the community school can be expected to be effective in the prevention and control of delinquency, in reducing the rate of school drop-outs, in helping to eliminate pockets of poverty, and in reducing racial segregation. It is the people's school. It is designed, organized and administered for the purpose of helping people fulfill their unmet needs. It is open all of the time to people of all ages and from all walks of life. It communicates with everyone in the school district by going out to the homes as well as by bringing people from the homes into the school. It provides a competent staff to assist people in learning how to solve their own personal and community problems. The democratic manner in which the school operates its total program tends to bring forth the best leadership qualities and creative talents of the people who participate. The community school is that school which attempts to make learning and living converge. The concerns of the people in everyday life are the concern of the school.

The remainder of this book is devoted to a clarification of how the community school program has impact in specific ways on delinquency, school drop-outs, poverty, and racial segregation. Programs described are illustrated by specific incidents and examples drawn largely from the "community school in action" program in Flint, Michigan.

CHAPTER II

IMPACT OF THE COMMUNITY SCHOOL PROGRAM ON THE PREVENTION AND CONTROL OF DELINQUENCY

Many of the programs for children and youth have "built in" features that tend to influence the prevention and control of delinquency. During all of his formative years the child has many people other than his parents who strive to help him with his problems and to aid him in his development.

Related Home, Parent and Family Programs

Parent involvement in the school program has much to do with the child's attitude toward school and toward his own position in society. Such involvement tends to strengthen the parent's influence on the child and to help parents gain insights as to how to direct their children in areas of respect for school, for individual rights, for personal and public property, and toward necessary laws and civil requirements. Involvement of parents in the learning process of the child, especially in the field of reading, helps the child to develop a self image that approaches adequacy for his needs.

The home counselor assists the parent in providing the circumstances that are best suited to the child's needs. Many times the home counselor can influence the parent to become more interested in the child's welfare and in providing for his needs. Delinquency is often a result of neglect on the part of the parents. The community school, through its specially trained personnel, can often cause parents to replace neglect with concern for the child's general welfare and behavior.

Chapter II

Frequently the needs of the parents are so great that they tend to overshadow the needs of their children. The community school provides a number of experiences to help parents and adults take care of their own needs. Frequently the basic need is a job for income. Through re-training programs of various kinds adults may prepare for and obtain new jobs. Sometimes the greatest need of parents is to relate to other parents and to gain new interests. Many community school activities are provided for this purpose. Another area of need is for the understanding of the growth and development of the child. Courses and experiences designed to fulfill this need indirectly serve to reduce and control delinquency of the child.

Family unity and family group expression in recreational, social, and cultural situations have positive impact on the prevention of delinquency. Such experiences as family swim nights, pot luck suppers, family roller skating, father-son shop activities, mother-daughter programs, family dramatic art and musical activities tend to bring the family closer together and to aid the family in working toward the fulfillment of the needs of each individual member.

Since the community school can take the lead in helping parents understand and meet their own responsibilities toward their children, it is reasonable to expect that some good effects will result in the matter of juvenile delinquency prevention and control.

Related Community Effort

The community school philosophy has concern for the total community and takes leadership in urging the community as a whole to engage in those activities requisite to the prevention and control of

delinquency. Many community organizations such as churches, scouts, YMCA, YWCA, service clubs, labor organizations, governmental agencies and social agencies are working toward the prevention and control of delinquency. The community school and its personnel can work with all of these groups in order to better coordinate and strengthen their combined influence. The school is concerned with the elimination of duplicate service and the coordination of all services that bring about the best positive influence on the development of the people of the community. Mutual understanding of services offered by the various organizations and agencies is basic to good united effort. The community school, through its community council, is the one agent most able to assist in the coordination of the work of all agencies and organizations. School facilities are open and available for use by other agencies and school personnel can provide leadership and consultative service. The effectiveness of the work of any agency depends upon the leadership of that agency. The community school can help in the identification of potential leaders and in their training for leadership responsibility. The school, with the support of other agencies, can influence governmental regulations and law enforcement necessary for the most favorable situation in bringing about delinquency prevention and control.

In some cities and towns the extent of delinquency is dependent to a degree upon the physical features of city and personal property. Narrow, dark and dirty alleys, unkept vacant lots, overcrowded housing, lack of street lights, neglected property, unsupervised and unkept park areas, slum districts, etc., contribute a negative influence upon the

prevention and control of delinquency. When the public is sufficiently aroused some improvement in such conditions can take place. The community school, through town hall meetings, the community council, consultation, community improvement programs, and through cooperation with other agencies can help arouse people to the point where they will desire to take action toward the improvement of such circumstances. In one midwestern city the community school program was responsible for the employment of a director and staff to work toward the beautification of streets, parks, public and private property. This effort alone could have indirect bearing upon the curbing of delinquency.

A good working relationship among the schools, the homes and the law enforcement agency is necessary for the prevention and control of delinquency. In Flint, Michigan, each of the eight junior high schools has a police counselor as a member of the area counseling team. The police counselor is appointed by the police department from its regular staff and becomes a regular member of the school's service staff. He has his office in the junior high school, wears plain clothes but retains the authority of a regular police officer. He becomes the liaison between the child, the school and the home. His work is preventive and corrective in nature and does not proceed from the standpoint of the strong arm of the law. Cases of infraction and delinquent acts on the part of the children in the junior high school or in any one of the elementary feeder schools are referred to the police counselor. He immediately investigates the situation and counsels with the child, the parents, and the school authorities about the most desirable course of action -- action best suited to the child's needs. In innumerable instances

preventative action is taken thereby circumventing serious difficulty and conflict with the law. Children come to look upon the police counselor as a person vitally interested in their welfare, as their friend and advisor. Many children who might otherwise come into conflict with the law avoid such experience by frankly discussing their problems with the police counselor and by following his suggestions. A police counselor was placed in one junior high school on a pilot study basis and during the first two years the number of cases of juvenile infractions reported to police headquarters was reduced by 32 per cent for the junior high school. Taking care of cases at their source by a person well equipped for the task has much to do with the prevention and control of delinquency.

Health as a Factor

One of the basic needs of people lies in the area of health, both mental and physical. The community school is concerned first of all in providing leadership that will encourage the maintenance of good health and foster good health practices. There is probably some direct relationship between good health, especially good mental health, and the prevention and control of delinquency. Adequate food is basic to good health. Children who are hungry are apt to commit acts of delinquency as a means of satisfying their hunger. It has often been said that you can't teach a hungry child. The community school strives to teach people how to provide for their families, how to purchase, prepare, and conserve food so that their children may be adequately fed. In some cases when children are not adequately fed at home the school may need to engage in supplementary feeding for a period of time and continue until such time when

the parents have become rehabilitated to the point of taking care of this need in the home.

In one school it was noticed that certain children became listless and drowsy at about ten o'clock in the morning. Upon investigation it was found that these children were by and large undernourished, underweight, and were coming to school without having had any breakfast. In some of the homes, food was adequate in quantity but the mother just didn't get out of bed to prepare breakfast for the children. Not only were the children listless and drowsy but they became irritable, did not attempt their school work and became trouble makers.

In an effort to improve the situation and in order to build up the children physically the school provided a nourishing breakfast for the undernourished and underweight children. Providing breakfast, while needed by some children, was used as a means for rehabilitating the mothers. The home counselor worked with the mothers, got them out of bed and on their feet and in due time had them coming to the school to help prepare and serve breakfast to the children. It became a requirement that in order for a child to receive breakfast at school the mother had to take her turn at helping at the school, and also had to enter classes to learn how to better purchase, prepare and conserve food. The end result was better behavior of the children, improved school work and improved home circumstances for the children.

Through its health services the community school can enable most children to become "health guarded" which means that they are free from any correctable defects, that they have had their immunization shots, and that they are properly nourished. It is not too much to expect

community education to provide a health center and a dental center where school children may obtain needed health service in case such service is not provided through governmental or social agencies or in case the family is not able to buy such needed services. Adequate psychological and psychiatric services should also be provided for children needing such services.

A complete community school system will provide an orthopedic center for the physically handicapped, special services and programs for the mentally handicapped, and special programs and arrangements for the gifted child.

Since the community school is concerned with the needs of all of the people it can take the lead for establishing good health services and practices for the adults of the community. Psychiatric services, Alcoholics Anonymous, and Recovery Incorporated are types of health services needed in the community. The community school can usually be influential in seeing that such services are available.

A large number of adult courses and activities of a recreational, artistic, academic, vocational, and social nature are offered to enable people to maintain good emotional and physical health. When people do things voluntarily -- things that they either like or learn to like -- they feel better and become better adjusted in meeting the pressures of life.

I have taken the position in this section, and I believe it is justified from the standpoint of intellectual analysis alone, that a community whose people are in good emotional and physical health will have less delinquency than a community whose people are in poor emotional and

physical health. There is no report of valid research to defend this position. The case must rest on intellectual analysis alone.

Programs and Activities for Children

Where the community school approach prevails in a broad sense, children are not forced to find outlets for their special and creative interests on the streets, in alleys, on vacant lots or in other unfavorable locations. The school becomes the center where, under appropriate direction and supervision, they can engage in a large number of wholesome activities. The schools are open to them in the afternoon after required classes are completed, on Saturday, and throughout the summer.

The program includes free play and organized games in the gymnasium or on the school grounds each afternoon and on Saturday. Along with recreational activities are a number of programs which provide an outlet for the children's interests, curiosity, and satisfaction in art, music, dramatics, shop, home economics, science and gymnastics. Children may also engage voluntarily in a number of academic experiences in reading, arithmetic, spelling, typewriting, and other fields of learning. Stepping stone clubs, bachelors clubs, and the big brother and big sister programs guide youngsters into attitudes of good behavior and quality performance as individual citizens. During the summer, any boy who is old enough may play on a baseball team. Olympic type games provide an outlet for physical activity for both boys and girls. Tot-lot programs for very young children help to establish attitudes of fair play, curiosity in learning, and respect for property. During the summer weeks tours and trips are arranged for the children, there is

a broad program in swimming, and there is camp experience, both day camp and overnight camp.

The predelinquent usually has some deep seated problems and shows tendencies that may lead to trouble. Such problems may be a result of undernourishment, family conflict, poor emotional or physical health, or lack of outlet for physical, recreational, intellectual, or creative desires. The community school attempts to remove the barriers that contribute to delinquency and to provide wholesome activities and experiences. It seems reasonable that such removal of barriers and the provision of a broad program of activities reduces further tendency toward delinquency.

Programs and Activities for Teen-agers

Almost all of the effort of the community school to remove barriers standing in the way of favorable development of children applies to teen-agers and older youth as well. Many of the activities offered for children to provide a wholesome outlet for their interests and energies are available to teen-agers at their level.

In addition to the broad activities program already described, the community school provides work-experience programs for teen-agers, helps them find part-time jobs, provides summer farm projects, and directs them in carrying out various community service endeavors. Such experiences absorb the interests and energies of many teen-agers thereby reducing the tendency toward delinquent acts. The teen traffic court and the teen safety council encourage older youth to take responsibility for their own acts and for the acts of peers.

The teen club social, recreational and special interest program promotes good attitudes and enables teen-agers to take responsibility

for many of their own programs and activities. The community school can provide an "open house" for teen-agers living in the district one or more evenings in the week. Youngsters come into the school early in the evening, engage in a number of social, recreational and other activities and leave for their homes no later than 9:30 p.m. In addition to social and recreational activities they may study in the library, consult with persons working in a particular professional or service field, attend a demonstration or lecture, construct clothing for the needy, engage in musical or other cultural activity, or participate in a group discussion on a topic of current interest or concern. Each teen club elects its own officers and a brief business meeting and planning session is held at some time during the evening. In a school system having several teen clubs in different schools there can be an interchange of activities and participation among the clubs and a friendly sort of competition among them involving such sports as volley ball, swimming, basketball, and gymnastics.

It is interesting to note that youngsters who seem to be bent on engaging in delinquent acts frequently join the teen club program and improve their social behavior. In one instance, three teen-age boys passed a school on teen club night and hurled rocks through windows in the principal's office. They were apprehended and turned over to the community school director of the particular school. After working with these boys for some time they came into the club and became assistants to the director. In their new role they actually defied any teen-ager to abuse the school property or to cause any disturbance of any kind. During the time they were on the outside they

really wanted to be "in" but did not want their peers to know their true feelings. The confused state they were in caused them to "let off steam" by throwing rocks through the windows. When they finally gave in to their real desires they became good teen club members and better citizens. This situation is repeated many times in school districts where the schools are available to help meet the people's basic needs.

The counseling team serves effectively in the effort to prevent and control delinquency. The team is composed of the dean of students, the dean of counseling, the community school director, the nurse counselor, the police counselor, and the home counselor. Principals of the junior high school and of the feeder elementary schools serve as resource persons to the counseling team. A review of one case approach made by a counseling team will illustrate the effectiveness of its work.

Mary. A 15 year old girl came into conflict with her parents and subsequently with the school she attended and was headed for trouble. Mary wanted to attend teen club at her school but her father would not give his consent. She wanted to attend "after school" activities but she was required to come home immediately after her classes were over to help with housekeeping chores. On certain evenings she wanted to have friends in her home or to attend some social function. On most of these evenings Mary was required to sit with younger children while her parents went out. On occasion she was allowed to have girl friends in her home but no boys. She was not permitted to have dates even in a group arrangement. In due time Mary rebelled against her parents and against the school program. She became a trouble maker in school and

refused to attempt to succeed in school work. As an outlet for her feelings she ran away with a truck driver. After three days she was apprehended and returned to her home. The police counselor was the first school-related person to talk with Mary. She was reasonably cooperative and seemed to take seriously the explanation that she had come close to serious conflict with the law. The nurse counselor talked to Mary about the risk she had taken. The home counselor and community school director made several visits to Mary's home and finally succeeded in gaining the cooperation of her parents in making some adjustment in their rather rigid requirements. Mary was permitted to attend teen club and to stay after classes two afternoons each week to participate in some programs of her choice. Also, she was permitted to have boys as well as girls come to her home and to attend certain weekend social activities with a group of her peers. The dean of counseling made adjustments in Mary's study schedule in order that she might pursue the personalized curriculum program. She had missed many days of school and had fallen behind in all of her subjects. The personalized program enabled her to begin where she was and proceed at her own rate. In a very short time Mary became reconciled with her parents and was progressing satisfactorily with her school work.

When considering the prevention and control of juvenile delinquency one should not overlook the indirect influence that results from the program pursued by parents and other adults. When adults learn to study, work and play together there is an indirect influence on the behavior of the children in the community. By and large, children reflect attitudes of parents. Hence, if we are to have non-delinquent children

we must strive to have non-delinquent parents and adults. Since the community school is designed to serve adults as well as children for the fulfillment of unmet needs, it stands to reason that if adults work at the job of self-improvement their children and the children of their communities will also perform at a more satisfactory social level and less delinquency will accrue.

Some Specific Illustrations (Drawn from Flint, Michigan)

Stepping Stones Program for Girls. Girls in the upper elementary grades and in junior high school form stepping stone clubs on a voluntary basis. In addition to regular meetings at school each club spends two weeks each semester in a large country estate donated to the Flint Board of Education by Michael Hamady. During the entire program and especially while at Hamady House girls make close friends with peers who uphold good behavior. From their beloved leaders they learn sound values and are guided in self understanding and family membership. While at Hamady House the girls take care of the house, do their own serving, prepare meals for guests and learn a great deal about personal hygiene, the value of friends, home membership, and gracious living.

Mothers Teen-age Thinking Group. Mothers meet with trained counselors to study and discuss teen-age behavior and attitudes. Obviously this is an effort to help mothers do a better job of guiding their teen-age youngsters. Mothers condition themselves psychologically and intellectually for the warm relationship that should prevail between parent and teen-agers. They learn to accept their youngsters as they are, to appreciate their problems and feelings, and to avoid hostility for acts of which they do not approve. They learn to help their

youngsters rather than antagonize them in such matters as dating, smoking, use of lipstick, silk stockings, etc. They also try to learn patience and the art of complimenting their youngsters for good deeds, to help them with their career planning and to motivate them, especially the boys, toward obtaining and holding jobs.

Junior Police. One school has an organization of fourth - sixth grade boys who call themselves Junior Police. Through cooperation of the Police Department they learn much about respect for law and government and develop favorable attitudes toward acceptable behavior. Police officers take them on tours to the police department, the fire department, the city commission halls, and other places of concern to the public interest. These boys offer themselves as a service organization to the school. They are called upon to assist with automobile parking, cleaning up scrap paper on the school premises, and doing other chores assigned by various members of the school staff.

Drop-in Center for Teen-agers. Some schools arrange a schedule for counselors to be available at the school during afternoons, evenings and on Saturdays for service to teen-agers. These counselors are drawn from the courts, the police, the health department, college staff, school instructional staff, government, business and industry, from the various professional groups, and from adults in the community. Teen-agers may drop in to discuss their personal problems with these counselors. Many times a very frustrated youngster can get straightened out in a short time by talking to someone whom he respects. Sometimes merely talking to someone else's parents will help. All parents like to feel that their children will bring all problems to them. However,

this is not always true and sometimes parents do not really understand their own youngsters and their attitudes on certain matters.

Reporting to the School. One school follows the practice of asking businessmen and other adults to report delinquency acts to the school rather than to the police. The school staff in turn confers with the child, his parents, and the police when advisable and proceeds to aid the child in making proper adjustment and standing responsible for his acts.

Counseling Team Case. The structure of the school counseling team was described earlier. One counseling team received a problem that involved a family consisting of the mother and four children. There was no father. The family was existing on welfare funds. The mother became pregnant and the children were woefully neglected. The case was referred to the counseling team because it appeared that the children might need to be separated from the home. The team conferred with the court, the Children's Aid Society, and the Welfare Department. After some exploration a respected family in the community agreed to take the children into their home until the mother returned from the hospital with the newborn child. The Children's Aid Society provided for the hospitalization of the mother and the care of the new baby until the mother returned to her home. At the time of this writing the counseling team, in cooperation with other agencies, is still considering the advisability of removing the older children from the home on a permanent basis.

Another Counseling Team Case. On a certain teen club night three intoxicated youth attempted to gain admission but were refused.

After being refused admission at a second school these boys retaliated by breaking fifteen windows in the school. The case was referred to the area police counselor. Through a series of inquiries the youth were identified. They were summoned before the two community school directors for the respective schools and the police counselor for the area. After much discussion with the parents and the boys, it was agreed that the damage would be paid in full and that the youth would become cooperative members of the teen club of the school in their area. One of the boys, whose father was unemployed, worked out his part of the damages. At present these three boys are cooperative, loyal members of the teen club and there has been no recurrence of drinking.

Helping New People. Sometimes people who are new in a community are not aware of the community school program and seek the taverns and other public places as a source of entertainment. One school makes it a point to involve all new people immediately in some phase of the school program. This has been successful to the point where parents show greater care for their children and strive harder to make a satisfactory home for them. By participating at school they learn how others take care of their families and in turn take good care of their own children and their property. There is nothing as contagious as good example. Many new families in this community have been saved from the taverns and their children have been less inclined to become delinquent.

Salvaging the Predelinquent. All community schools in Flint are watching for predelinquent tendencies on the part of the children. The schools exhibit an "I want to help" attitude and make the children feel that they are included rather than rejected. School personnel

work with the courts and the probation department in attempting to find good solutions and they follow up with the youngsters when they backslide.

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It is hoped that the material presented in this chapter is convincing argument that the school has the power to make a definite and lasting impact on the prevention and control of delinquency. If all schools in America worked daily with all the people to help them find answers to their problems and to meet their basic needs, delinquency would cease to be a great drain on society.

CHAPTER III

IMPACT OF THE COMMUNITY SCHOOL PROGRAM ON THE REDUCTION OF SCHOOL DROPOUTS

Much of the material presented in the preceding chapter dealing with the prevention and control of delinquency is just as relative to the reduction of school dropouts. The dropout problem is a combined responsibility of the home, the school and the community. Community in this sense means <u>all</u> of the communities of which an individual is a part; the immediate neighborhood, the school district in which the child resides, the town, city or county of his habitation, the state, the nation, and the world. While the dropout problem needs to be attacked at its source for each youngster, even world affairs and the general world order have some relationship to the over-all problem.

The community school provides an outlet for each child's curious and creative nature. He may not be able to satisfy his curiosity or his creativeness during the formal part of the school day, but during the informal portion of the day and the week he can find an outlet for his individual and creative interests. Being able to use the school during unscheduled periods ties the child more closely to the school and thus influences his tenure in the required portion of the school day.

The true community school makes every effort to adjust the curriculum and methods of instruction to fit the interests and needs of the individual pupil. Since the community school serves everyone, young and old alike, it is more sensitive to procedures that fit individual

needs. It operates from the point of view that the curriculum must reflect the fulfillment of basic needs of the people. The sometimes rigid appearance of the formal, required portion of the school day is balanced by informal and non-required activities.

The community school considers the entire community and its resources as the instructional laboratory. Formal education and living needs are related. The school goes out to the community and the community comes into the school. When parents and lay people attend school in large numbers, education becomes a "way of life." It is the "style" to go to school. Through the community school plan many adult illiterates and others of very limited schooling strive to improve their situation by going to school. When parents raise their own educational level, their children become more concerned about their education.

It has been pointed out many times that a child's chances for staying in school until the entire program is completed are affected by what happens to him in his home and community even before he enters school. One speaker was heard to say "you can predict a school dropout by observing Ma and Pa at the wedding." This may seem to be an absurd statement but the attitudes and values held by parents have much to do with a child's tenure in school. Hence the community school begins work with the parents and the child almost at the time of the child's birth. Parents are encouraged to rebuild their own thinking about the values of education by entering classes -- even classes in planning for parenthood. Parents have the opportunity to improve their level of literacy at any time. Many illiterate parents enter

classes to learn to read and write in order to be able to read to their children and later on to listen to them read.

Pre-school experience (with the school) is an important factor in reducing the drop-out rate. Babies may be brought to the school by their mothers to go through the "well baby" clinic. If deficiencies are detected they can be corrected and the child can remain health guarded throughout his school years. Good health and good health practices and attitudes have much to do with continuance in school.

Mother and child classes in art, pre-school story hour, and social experiences for 3 and 4 year olds provide the first steps toward an appropriate self image so necessary for school completion.

Some Broad Programs (Drawn from Flint, Michigan)

Focus on Achievement. In this program parents are not only invited, they are urged to participate in the instructional program of their young children. Many studies have shown that poor reading is one of the greatest contributing causes for dropping out of school. The focus on achievement program is designed to enable parents to help improve the reading ability of their children. In order to do this some parents have to take courses to improve their own reading. All parents working in this program go through a training period to learn how to help their children. Parents agree to provide a quiet place and time schedule for work on reading and agree to enter into the experience. Parents agree to read to their children, listen to them read, and discuss what is read with their children. In case a parent cannot read at all he agrees to hold his child on his lap, look at books, talk about the pictures and endeavor to form a good

attitude toward learning to read. A standard school dictionary is provided for use in each home cooperating in the focus on achievement program.

Better Tomorrow for Urban Youth - B.T.U. Thirteen schools enrolling a large proportion of children from disadvantaged homes were selected for this program. The pupil-teacher ratio will be greatly reduced -- toward 15-1 if possible. All types of needed equipment and supplies will be provided. Specialists, including health workers, psychologists, and counselors, will be made available. Instructional procedures will be revised to accommodate individual needs. A thorough testing program will be applied for guidance purposes and for analysis of individual needs. Special help with reading will be available both during and out of school hours. All available resources in the community, both human and material, will be used. The children will be taken on many excursions and insofar as possible the entire community will be used as a learning laboratory.

Breakfast Program. Children who are undernourished and underweight and who would have no breakfast at home are selected to receive a well balanced, wholesome breakfast at school. It may seem irrelevant to think of a nourishing breakfast as a holding power program. However, the children as well as their parents realize that someone cares about their welfare and the mere matter of having someone care helps some children to strive to do their best in their school work.

In order for a child to be on the breakfast program the mother must help and through this experience she comes in contact with other mothers and is usually stimulated to take courses designed to improve her homemaking skills. When the mother improves her status

as a mother and homemaker something positive happens to the child which may later influence him to stay in school. In fact, there are reports from some youth that the breakfast program was a determining factor in causing them to finish high school. They stated that as an after effect of the breakfast program conditions became better at home and life began to seem more worth-while. For many the breakfast program starts the building of a self image which influences remaining in school in later years.

The Police Counselor. The work of the police counselor as it relates to the prevention and reduction of delinquency was explained earlier. The police counselor program also has a positive effect in the prevention of dropouts program. In many instances the police counselor is the best person to talk with older teen-agers about the necessity for staying in school. He counsels them about their problems and is able to put a number of the youngsters on the right track. Older teen-agers have testified that the police counselor as a part of the counseling team influenced them to stay in school.

Personalized Curriculum Program - P.C.P. This program is designed for youth who have dropped out of school or who have declared that they will drop out as soon as they are 16 years old. Boys and girls selected for this program are arranged in groups of 15 and assigned to a single teacher for the first half of the school day. During this period the teacher is free to direct the pupils into learning activities that seem to be needed. An effort is made to improve reading and arithmetic skills and to do some basic work in science and social studies. The group is not bound to the classroom. They may move freely into the community for any learning experience

that seems worth-while. While in this half day of unscheduled activities some may work primarily on reading while others may spend most of their time during a certain day on mathematics. During this period much attention is given to personal needs as well as to vocational counseling. Representatives from business and industry come to the class and much time is spent on how to obtain and hold a job.

The teacher assists each youngster who needs part-time work to get a job while pursuing his school work. She also relates quite definitely and consistently with the child's home. Much work is done with the parents to solicit their help and interest in causing the students to stay in school. The P.C.P. teacher engages in out-of-class activities with his students and relates to them in many ways through home, community activities, and part-time work.

During the second half of the school day each student pursues selected courses in the regularly scheduled school program. In conference with the school counselor and his P.C.P. teacher each boy or girl selects courses of his or her special interest and courses in which there is good chance of success. Hence the program is individualized throughout. No youngster is required to undertake any school work in which he has no interest or ability. There are no set requirements.

This program is proving to be most successful. It deals only with actual or declared dropouts. The retention rate is high. After a year of experience in the personalized curriculum program a reasonably large per cent of the pupils return to the regular school program. Students who do not return to the regular program may enter

P.C.P. as early as seventh grade and continue in it during the remainder of high school years. Credit is recorded in terms of subject matter areas according to the child's competence and completion. There are no specific requirements for obtaining the high school diploma by this route. The program has brought about improved attendance, attitudes, and effort, and a feeling of success on the part of most of the students.

* *

In the community school framework the extent of programs and activities that have bearing on the reduction of school dropouts is limited only by the limits of creativeness of the persons responsible for the program. Programs for parents and lay people as well as programs for children and youth can have positive influence on reducing the rate of school leaving. The more the parents learn about relating to their children, maintaining family health, helping children with their required subjects, understanding child growth and development, encouraging self discipline, and establishing life goals the greater will be the impact on the reduction of school dropouts. The community school provides learning experience in all of these areas and many more. The more children have an opportunity to express their creativeness, engage in recreational and social activities and engage, by their own volition, in such programs as reading for fun, arithmetic for fun, science workshops, homemaking activities, shop activities, dramatic expression, music, roller skating, swimming, health projects, sports in season, etc., etc. the greater will become their pride in and acceptance of school as the best way of life. Through such programs the potential dropout sees the school as something more than

a place of academic misery, and he learns that not all of his essential learning is related to books.

Stepping Stones, a previously described organization, helps girls feel that they belong, that they are not different or peculiar. In this program they learn better ways of living, develop a realistic self image, improve their personality and character traits, and in some cases raise their perspective of life.

Instructional Aids such as the abacus are constructed by mothers and fathers and are used both at the school and in private homes. When this service is performed regularly teachers vouch for the improvement of the child's work and his attitude toward learning.

Placement in jobs is one of the responsibilities carried by the community school. A part-time job for a youngster who needs help is one of the strongest contributing factors to his continuance in school.

Tutoring by older students and by lay people is an activity favoring continuance in school. At times just a little outside help spells the difference between success and failure. "S.A.G." meaning Student Assistant Group, is a program provided for junior high school youngsters. During teen night selected teachers are on hand to assist boys and girls who voluntarily seek help with their school work. "L.E.A.P.", meaning Later Elementary Assistance Program, is available two afternoons each week for later elementary school children who need some help with academic work. The services of selected teachers are made available to them. After the school work period the children engage in recreational activities.

Dropouts recover by being channeled into night high school.

They are granted scholarships when needed. Many who find some success in night school return to the regular day school on a full-time basis and successfully complete diploma requirements. Those who do not wish to return to day school may continue in night high school on a part-time basis, completing graduation requirements in a slightly longer length of time.

Parent-child groups are common when children are quite young. Parents and children work, study and play together during the regular school day thereby helping the young child to form an adequate self image and appreciation for school work, divested of fear of failure. During optional periods of the school day parents and children may work together in shop, laboratory, academic, dramatic, musical, recreational, and social programs.

The Big Brother Program saves many boys from dropping out of school. A fatherless boy has a selected big brother who to a certain extent replaces the father. A boy needs to take something out of the life of a man and make it a part of his life. Many big brothers give boys support and a sense of worth-whileness which causes them to strive for successful living.

The Big Sister Program is somewhat similar to the Big Brother Program in that it relates a girl to a woman on a one to one basis. Many little sisters do have their own mothers but they need a relationship from a woman which their own mothers are not able to supply. The mother is frequently burdened with too many children, is ill, or is financially unable to do certain necessary things for her daughter. The big sister strives to fill this void.

Puppetry and dramatic expression have positive influence on some students relative to staying in school. A girl who had decided to quit school wandered quite by accident into a puppet class. In this class she discovered that she could do some things the others couldn't do. She could solve certain construction problems, she was good at sewing, and she gradually discovered that she could help others in these two areas of puppetry. Hence she became happy, eager and helpful. She desired to read script so she worked diligently at reading and her reading ability soon improved. A German girl who had a language problem lost herself in the summer theater, became less self conscious of her language and enjoyed much improvement. One boy who couldn't read found that he could construct good puppets. When he learned that the teacher depended on him he felt a sense of worthiness and expressed his desire to go to school to learn the basics which he lacked.

The Bachelors Club has caused many boys to become interested in school and to strive for satisfactory acquisition of knowledge. Boys who have improper diets at home and are left to fend for themselves are brought into this program. They study diet, learn to prepare meals, and learn about adequate manners as well as the care and preparation of food. On occasion the boys prepare and serve meals for guests. Here they learn much that is lacking in their homes. One of the principle objectives is to help the boys get enough to eat to maintain their health. However, the boys are not particularly aware of this objective and enter into the learning experience with eagerness.

* *

The key to the success of the community school in the

reduction of dropouts is adult leadership. No amount of money, equipment, or plans will do the job automatically. The community school is able to reduce school dropouts primarily because it encourages good effective leadership on the part of school personnel, parents, lay people in the community, and on the part of the potential dropouts themselves. When youngsters learn that they can succeed in certain areas of endeavor they are more inclined to stay in school.

CHAPTER IV

IMPACT OF THE COMMUNITY SCHOOL PROGRAM ON THE REDUCTION OF POVERTY

In approaching this subject we should first raise the questions: "Who are the poor? From what groups do they come?" They come from:

1. The children of poverty
2. Those bypassed by industrial change
3. Rural families
4. Minority group members
5. Fatherless families
6. The aged.

In President Johnson's War on Poverty Program a family with less than $3,000 annual income is considered poor. In poor families education, ambition, and hope are as scarce as money. Children attend school with little incentive and with no encouragement at home. At the age of 16 many children from impoverished families drop out of school and begin a lifelong drift. They already feel defeated--poverty can be a state of mind.

Available jobs are beyond the skills and education of a majority of the impoverished. Many with no transferable skills are too old to be retrained for new types of work. Those who do find work receive very low pay and so poverty becomes an inherited way of life from one generation to the next.

Many small farmers who formerly depended on their own solvency are now unable to meet necessary family expenses. One-half million of rural people between the ages of 14 and 24 have completed no more than

sixth grade. Their horizons stop at the edge of a few acres of exhausted land. Many, in desperation, move to the cities where their circumstances are often worse.

The minority poor are hired last, paid the least, and fired first. They work at low pay occupations if they work at all. This group is made up largely of Negroes, Puerto Ricans, Spanish speaking Americans, and American Indians.

In the United States there are 2.3 million fatherless families who have inherited nothing except the father's poverty. In most cases the father has deserted the family because of poverty and the mother is ill equipped to carry on. The mother lacks education and rufficient experience to obtain an income producing job. Only 16 per cent of mothers receiving public assistance have completed high school. In the United States only half of the fatherless families are above the poverty line.

There are 6.8 million heads of families over 65 years of age. Half of these family heads have income of less than $3,000 a year. Due to medical science the life span is increasing, hence the number of families in this group is increasing. Many families that are ending in poverty began in poverty.

The community school approach to education has something to offer for the improvement of the situation in which all of these groups find themselves. Since limited education and poverty go hand in hand, the broad opportunity for educational improvement for people of all ages and circumstances in the community school is the first basic attack on poverty. If it were not for the migration of people, it is

conceivable that a city could, in three or four generations, raise the educational level of all people to the point where poverty would be practically nonexistent. Getting the job done is necessarily a one to one proposition because each case is different.

Here is an example of what can be done for the child by working with the parent. A small second grade child was observed to be coming to school late, was very untidy and dirty, was listless and usually fell asleep by mid-morning. The home counselor went to the home of the child and after considerable knocking at the door she heard a husky voice telling her to come on in. Upon going in she found the mother of the child lying in a very unsanitary and disheveled bed. She pretended to be ill but actually was staying in bed because she had resigned from life and felt that she had no reason for getting up. The house was dirty throughout, there was considerable evidence of roaches, dirty dishes were stacked in a kitchen sink obviously needing the attention of a plumber, some windows were out, and the chimney on the house was badly in need of repair. The second grade child had gotten up on his own, dressed himself as best he could and had gone to school without any breakfast. The home counselor began talking to the mother and finally convinced her to get out of bed. She explained to the counselor that she had nothing to live for and no means to make and keep a home. After observing the situation the home counselor returned to school, immediately made plans to have the child placed on the breakfast feeding program, took steps toward getting the child cleaned up, and made arrangements to obtain better clothes for him.

The home counselor continued to make trips to the home and continued to encourage the mother to get out of bed. Together they gradually cleaned up the dishes and the house and took steps to get rid of the roaches. The counselor made contacts with the Welfare Department and Aid to Dependent Children officials. A satisfactory program of assistance was worked out. In due time the mother began to get out of bed in the morning to help the child get ready for school. The home counselor appealed to the neighborhood church and on a designated Saturday persons from the church came in, replaced the broken windows, and repaired the chimney. A lumber company donated the materials. A wallpaper store supplied remnants of paper and the mother and the home counselor together papered three small rooms. A plumber in the neighborhood repaired the fixtures and the kitchen sink. After some time the counselor was successful in getting the mother to come to the school to use the school washer and dryer for her clothes. Eventually the mother came to the school early in the morning to help prepare and serve breakfast to the children approved for the breakfast program. Later she entered a sewing class, and still later a cooking class. In due time the child was looking better, staying awake during school hours, and coming to school on time and reasonably clean. Later he was taken off the school feeding program and began to receive adequate nourishment at home. Ultimately the mother became a regular participant in the school program and established an adequate home for her child.

<u>On the economic side</u> the community school strives to limit its program to matters of an educational nature and to avoid the "hand out" procedure. If adequate food, clothing, shelter, and health needs could

prevail many families could rise above the poverty line. The community school does not directly provide these basic needs but it carries on many activities which make possible the obtaining of these necessities. It provides, free of charge, all types of classes dealing with the economical purchase, preparation and conservation of food. Not only does it provide such experience for homemakers but for children as well. Many of these children will, when they become homemakers, be better prepared to take care of the food requirements of their families. Even if they are on welfare or A.D.C. assistance they will do better with what they have than did their parents. In addition to all types of courses relating to the purchase and maintenance of clothing the community school maintains laundry facilities that may be used by destitute families. The educational job is to teach mothers how to use such facilities efficiently.

A variety of courses and experiences are available to help people learn how to repair and maintain their property and premises. The school has lawn care tools and house repair tools that may be borrowed by those in need. In some cases school personnel rally people of the community to assist a neighbor in need by going there to repair the home, rejuvenate the lawn, and bring about general property improvement. Usually merchants in the neighborhood donate the necessary materials. The basic idea here is not a "hand out" but it is designed to give the impoverished family an even start and to demonstrate how they can maintain their property by their own efforts.

The community school also engages in a program of learning related to health service. On the side of mental and emotional

service many impoverished people participate at no cost to them in activities which tend to give them some purpose for existing. Through participation, they come to feel better, to form a greater desire and zest for living and become willing to try to meet their basic needs themselves. On the side of physical health the community school provides counseling and assists in referrals to the various health services. In Flint, Michigan, the Board of Education, through Mott Foundation funds, operates a health clinic free of charge for children of families who cannot pay for needed service directly.

For those who are just moving out of the poverty classification and for others the school provides courses and counseling on the wise use of money, on wise investment and on stretching the dollar.

A full scale retraining program is provided for those who have been displaced by automation and are still young enough to be trained for other types of occupational pursuits. In this program the school considers not only the kinds of possible work locally but looks into opportunities in the broader community.

Hobbies sometimes can be transformed into income producing endeavors. This is especially true for housewives and older people. If certain kinds of tools or equipment are needed to create items of sale value the school can frequently arrange to obtain the needed equipment at comparatively low cost. Here again the primary function of the school is to teach the skill involved in the hobby, then teach the people how to turn the hobby into an income producing enterprise.

Boys and girls from impoverished families are taken to farms during the summer months to learn how to grow and conserve vegetables, poultry and other farm produce. It is hoped that in later years they

will maintain interest in gardening, the growing and preservation of fruit and the production of poultry as a means of improving the food supply in their own homes.

Some Specific Examples (Drawn from Flint, Michigan)

A divorced mother of six on A.D.C. was first assisted by a church group that raised money through group effort to supply necessary clothing, fuel, some health service and some lunch money for the children. All the boys were assigned to big brothers. In due time the mother obtained a good job and removed herself from A.D.C. One son is now through high school and is married. Four sons are in high school and expect to graduate.

The community school council can have significant influence in improving conditions that contribute to delinqeuncy. Through concerted action and in cooperation with other agencies the council can influence the improvement of health hazards, bring about safety measures, get vacant lots cleaned up, investigate unfair employment practices, work with realtors on housing, and bring about general community improvement that will in turn tend to upgrade families in depressed circumstances.

Basic education for the preparation of job entry is a function of the community school. Through improved basic education, especially improvement in reading, people become better able to maintain their jobs, transfer to a different job or gain a promotion.

A mother of six was influenced to take some courses in sewing and cooking. She then became more self sufficient by being able to sew for people for income and to do specialized baking for certain individuals and groups.

Programs for girls have caused girls to understand themselves, delay marriage, acquire homemaking skills and to break the chain of poverty from generation to generation because of guidance, encouragement, and improved self respect. Girls have been caused to become unwilling to follow their inherited pattern and to break through the chain of circumstances that have impoverished their parents. A training teacher once worked with a girl who had become a prostitute. She encouraged her to return to school on a part-time basis and subsequently she became a decent homemaker and was able to maintain a job to help provide for her family.

An impoverished woman with average or better ability was encouraged to take classes in knitting, secrets of charm and basic economics. After taking several classes she in turn became an adult education teacher thereby supplementing the family income.

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It is worth repeating that poverty is in many instances a state of mind. Most impoverished people have resigned from life. They have lost all desire to try to help themselves. When someone cares enough to get them actively engaged in some kind of learning experience they begin to find themselves again and learn that they can do some things for themselves. The record of the community school is good with respect to helping impoverished people realize that all is not lost and that life can be worth-while.

CHAPTER V

IMPACT OF THE COMMUNITY SCHOOL PROGRAM ON RACIAL SEGREGATION

Most problems of segregation are based on lack of understanding among the different racial and socioeconomic groups. People of one group do not understand the heritage, culture, circumstances, aspirations, or feelings of a different racial group.

The community school program designs and implements a wide variety of activities and experiences for the purpose of bringing about better understanding among men. When people at all age levels, of all races and creeds, and of varying socioeconomic backgrounds study, work and play together they learn to understand one another and to respect each others' points of view and positions in life.

Under well trained leaders, dedicated to the purpose of establishing good human relations among people of the community, our schools can become centers of service for helping people to fulfill many of their basic needs. One of the greatest basic needs is in the realm of human understanding and mutual regard for the beliefs and rights of others. The community school takes the lead in bringing into the school people from all stations in life for the at least partial fulfillment of their basic educational, recreational, social, aesthetic, health, economic, and human relations needs. As they become involved in the activities offered, they become interested not only in one another but also in total community development and become informed about their own responsibilities to their communities, their families and their fellow men. As members of all races and backgrounds

participate in programs, as equals, such attributes as bigotry, hatred, intolerance, prejudice and indifference begin to give way to the more positive attitudes of friendliness, respect, concern for the other man's beliefs and attitudes, tolerance, and, eventually, love.

Some examples from the Flint, Michigan Community School Program under the direction of Frank J. Manley and Peter L. Clancy will illustrate how civil rights principles can be supported by the community school approach.

Planning Committees. The Community School Council and the various planning committees that have much to do with what the program shall be are always made up of people of the different races and different walks of life composing the community. When children, youth, or adults of different racial and ethnic origin sit down together, as equals, to plan for one another and for their peers, something positive in the field of human relations will take place.

Hand in Hand With the Urban League. The Urban League and the community schools devise many programs in joint responsibility. The two groups worked jointly on a series of community hearings, on fact finding studies about housing, on conducting leadership conferences, on programs for adults, on a testing program for Negroes seeking employment, on guidance programs through the schools, and on block leadership programs. Together the director of the community school program and the executive secretary of the Urban League conducted meetings with representatives of the Chamber of Commerce and with business and industrial leaders with the result that additional Negroes were employed in retail trades and in business and industrial management positions.

Urban Renewal. Due to the oncoming location of a system of freeways several hundred families, mostly Negro, will be displaced. The community schools are taking the lead in preparing people to meet this emergency. A specialist in urban development has been employed by the schools to work with all the people on all of their problems relative to displacement and relocation. Literature is being prepared, public meetings in the schools are being held, real estate groups are being counseled and the people of the city are being prepared in a calm and dignified manner to accept the further necessity for open housing that will be required because of displacement by the freeway system. People of limited means who will be displaced, and most of them are of limited means, are being aided to meet the financial load to be placed upon them due to displacement. Perhaps the greatest preparation needed to meet this change is in the areas of the psychological and the sociological. The community school program is taking the lead in preparing all people to accept the need for change and to meet the changes in their communities that will be brought about because of the new freeway system.

Specific Situations. Activities in all school programs are interracial whether they be for children, youth or adults.

1. Stepping Stones

As explained earlier each elementary and junior high school has an organization for girls known as the Stepping Stones. Member ship for both girls and leaders is interracial where schools are mixed. Each unit spends two weeks of the school year living together in Hamady House, a mansion out

in the country. Girls of different races as well as their leaders live together during this period and share responsibilities. Each girl sleeps on an individual cot with white and Negro girls sleeping side by side. They share in the bed making, home maintenance, food preparation and table serving activities. A Negro girl is often in a position of leadership for a group of white girls and vice versa.

2. Big Brothers

Racially mixed groups of big and little brothers share many activities. Overnight trips, campouts, fishing and hunting trips find both big and little brothers of different races living and sharing as equals.

3. Preparing for Integration

In one of the schools that now has an all white enrollment Negro children will soon enter. People are now meeting, studying, reading and conditioning themselves for integration. One Negro teacher has been added to the staff and Negro leaders have been invited to a breakfast meeting. The Urban League is helping and the student council of the all white school invited the student council from a predominantly Negro school to a joint meeting. Each white council member took one or two Negro children to classes with him for a half day.

4. Our Racial Heritage

About fifty adults, some white and some Negro, are engaged

in a class studying the heritage of each race. In this manner each racial group will learn to respect the heritage and contributions of the other.

5. Interracial Exchange

In many instances all Negro groups meet with all white groups for participation and sociolization. For example, an all white women's volleyball team may meet with and play an all Negro volleyball team. During a second game the two groups intermix and compete. When the activity is over, they meet for refreshments and visit with one another. This same experience prevails for different groups of children and youth. Where the school population is mixed, men's clubs and women's clubs are interracial.

6. The Coffee Break

Schools that conduct numerous adult classes plan a coffee break for all the classes at the same time in order that all may go to the cafeteria together. Much interracial visitation and socialization takes place.

7. Basic Education

Several thousand people in Flint, both Negro and white, can neither read nor write. Classes for adults are conducted at all levels making it possible for an illiterate to complete each level of work and qualify for a high school diploma. Many who do this go on to college level study.

One hundred Negro children were added to a formerly all white

school, due to a boundary change. School personnel held meetings with white and Negro parents prior to the time the change was made. Persons of both groups were appointed to committees to work out school problems. Negro children were given special assignments of responsibility and were gradually integrated into the out-of-class activities of the school. The transition was smoothly made.

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Again it may be said that integration does not come about by accident. The extent of racial integration in a community depends to a large extent upon the general tone of the community. The tone in turn depends upon the leadership and the extent to which the leadership is working toward equal opportunity among equals regardless of race, religion, ethnic background or socioeconomic circumstance. The school can and must take the lead for developing appropriate leadership and bringing about a community tone that will make possible the solving of many social problems.

When the schoolhouse lights go on all over America, and when appropriate leadership is provided, we will be able to at least begin to solve many of our pressing social problems.